



Manor High School

Excellence ~ Inspiration ~ Resilience ~ Respect

GCSE Options



Where success is inevitable



Dear Student,

This booklet is designed to support you in making key decisions for your curriculum choices at GCSE. The school has prepared you over time for Key Stage 4 and you have spent Year 9 laying the foundations for GCSE success so that every moment of learning time is maximised. We ensure that you are as well equipped as possible and we know that Manor High students go on to achieve outstanding success in their GCSEs. In 2019 our GCSE results put us in the top 1% of schools nationally for progress and the top school in Leicestershire.

YOUR CHOICE OF SUBJECTS

Our recommendation is to take a broad and traditional range of subjects through to GCSE with the option to specialise at 16 with academic and vocational choices in the best setting for you. You will know from the LSL post-16 evenings held at Manor High that there are excellent choices available. Taking a language and a humanities subject is highly advisable, as well as the core subjects of English literature and English language, mathematics and the sciences. In addition to these, you can take two subjects from the range available.

OUR CURRICULUM

We plan our curriculum around the subjects you wish to choose and so we ask for an indication of intention during Year 9 so that every student's needs are met as fully as possible. We aim for small classes at GCSE and so we are able to build further upon the personalised support with which you have become accustomed at Manor High. We know you well and you know us. There are strong relationships between school and home, which have been built up over years. Please make sure that you talk with your teachers, about the right choices for you based upon your strengths and your future plans.



CAREERS GUIDANCE

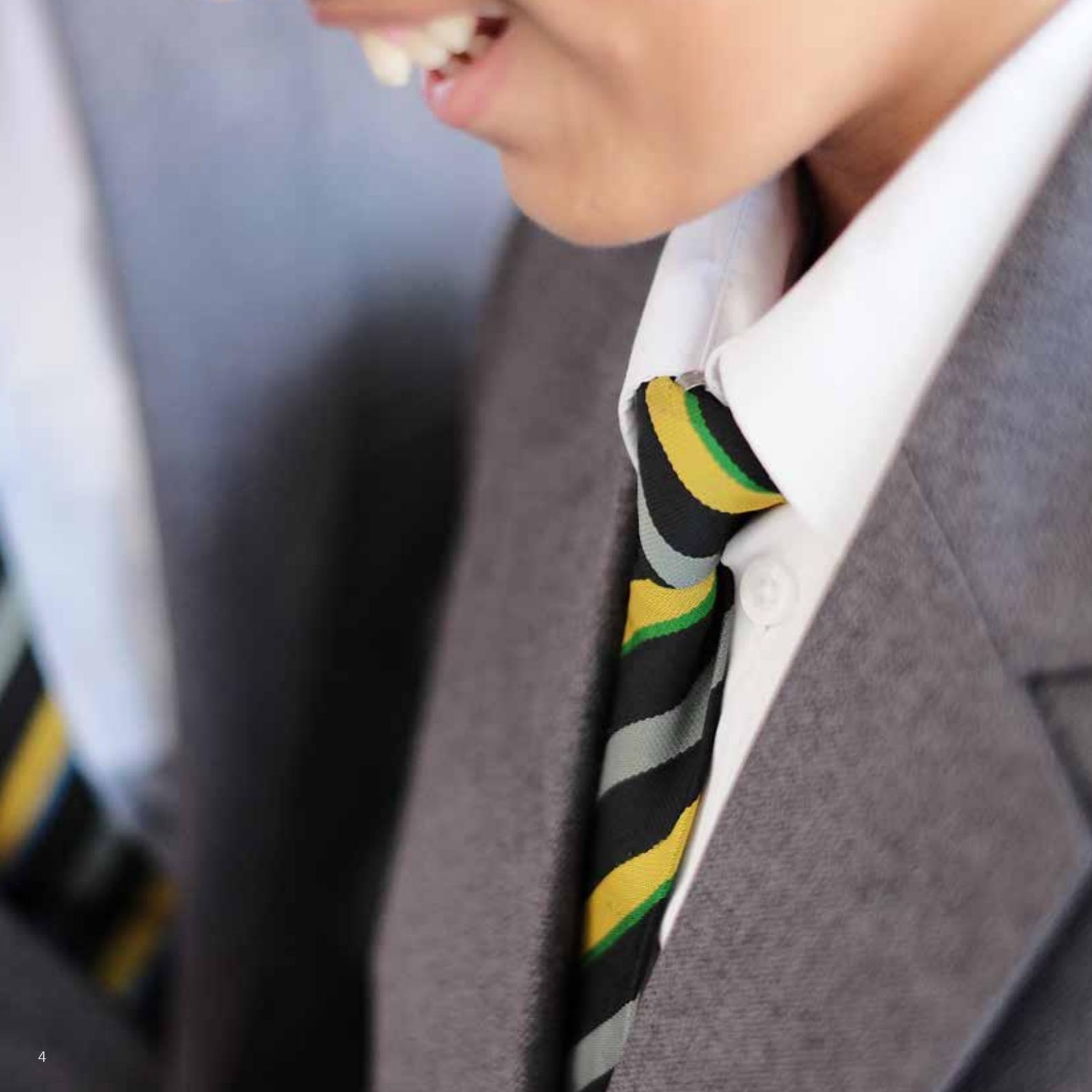
All of our students receive independent careers guidance through a one-to-one interview conducted by a highly experienced and qualified expert. There is also the chance to partake in work experience through our careers programme.

ADDITIONAL OPPORTUNITIES

Life in Years 10 and 11, whilst academic in focus, is rich and varied. There is the Outlook Expedition to Greece to look forward to, the Duke of Edinburgh's Awards, work experience and many other opportunities to engage in the wider aspects of school life. You will already be very familiar with this particular strength of the school and these opportunities become greater as you mature within the school.

A handwritten signature in black ink that reads "Liam D Powell". The signature is written in a cursive style with a horizontal line underneath.

Liam D Powell
Headteacher



A Personalised Journey

PREPARATION IS KEY

We do not take our responsibility lightly. We plan well and work hard to make success inevitable for every student. We understand the preparation needed for GCSEs.

We work closely with exam boards to ensure teachers are fully aware of the specifications for GCSE and continue to work with leading schools both regionally and nationally to ensure students at Manor High achieve the highest standards.

WE KNOW YOU AND YOU KNOW US

Curriculum leaders, teachers and tutors, who know you well, offer advice and guidance to make sure you make the right choices for you, to ensure your options are kept open for when you want to specialise at post-16 and beyond.

STUDY SKILLS

We ensure students are equipped with the skills needed to not just study but to study well. This knowledge will prepare you for your future studies. Our Study Centre Manager is on hand every day to offer help and advice to our students.

GCSE FOR ALL

GCSE reforms mean subject content and exams are more challenging for students. We have planned over time, and continue to refine our strategies, to ensure we get the best outcomes for our learners and to ensure their options are kept open for study post 16.

Right is an example of the GCSE grading structure and how it compares to the old A-G grading.

SUCCESS FOR ALL

In 2019 our results put us in the top 1% nationally for progress and the top school in Leicestershire. In addition:

- A fifth of all entries resulted in grades 8 or 9.
- A third of all entries resulted in a grade 7 or higher.
- 23% of all students achieved grade 9 in one or more subjects.
- In Mathematics, 10% of entries achieved a grade 9.
- 18% of all History entries resulted in a grade 9.
- In the Single Sciences, 19% achieved a grade 9 in Biology and also in Chemistry. In Physics, the figure was 24% who achieved a grade 9.
- Individual successes include a student who achieved eight grade 9s and many others who achieved multiple grade 9s.

Current grading structure	Previous grading structure
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above



English Baccalaureate (EBacc)

The English Baccalaureate (EBacc) is a performance measure for schools, awarded when students secure a band 5 or above at GCSE level across a core of five academic subjects: mathematics, English, history or geography, the sciences and a language.

It is not a qualification in itself but a group of GCSE subjects that are regularly asked for by university courses. The EBacc includes academic subjects highly valued by Russell Group universities – worth bearing in mind when deciding which GCSEs to take.

You don't need to have studied all of these to go to university, but having your GCSE mix steered towards EBacc subjects will help keep your options open.



Progress 8 and Attainment 8

Progress 8 aims to capture the progress a student makes from the end of primary school to the end of secondary school. It is a type of value-added measure, which means that students' results are compared to the actual achievements of other students with the same prior attainment.

Progress 8 encourages schools to offer a broad and balanced curriculum with a focus on an academic core at Key Stage 4, and reward schools for the teaching of all their students, measuring performance across eight qualifications.

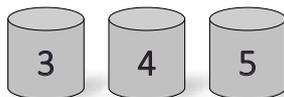
Attainment 8 measures the achievement of a student across eight qualifications including mathematics and English (both double-weighted), three further qualifications that count in the EBacc measure and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

Both these measures are widely used by parents to compare school performance at GCSE.



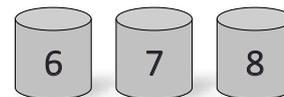
English* and mathematics

Double-weighted



EBacc qualifications

(Includes the sciences, computer science, geography, history and languages)



Open group

(Includes remaining EBacc qualifications and other approved academic, arts or vocational qualifications)

*Higher score of English Language or English Literature is double-weighted if a student has taken both qualifications.

GCSE Options at Manor High

CURRICULUM MODEL

In Year 10 and 11, students timetables depend on the options they choose. All students study each subject for these times per two week cycle:

GCSE English Language/English Literature	8 lessons per fortnight
GCSE Mathematics	8 lessons per fortnight
GCSE Combined/Separate Sciences	10 lessons per fortnight
PE (Core)	2 lessons per fortnight
Citizenship (Core)	1 lesson per fortnight
Religious Studies (Core)	1 lesson per fortnight
Option 1 (Languages)	5 lessons per fortnight
Option 2 (Humanities)	5 lessons per fortnight
Option 3 (Open choice)	5 lessons per fortnight
Option 4 (Open choice)	5 lessons per fortnight
TOTAL	50 lessons per fortnight

Core Subjects:

- English Language
- English Literature
- Mathematics
- Combined Science

The majority of our students complete the EBacc choosing:

- French or Spanish
- Geography or History

Plus two option subjects. They can choose their options from:

Option Subjects (EBacc subjects are marked *):

- Art and Design
- Business
- Business and Enterprise (V Cert)
- Computer Science*
- Design Technology
- Drama
- Food Preparation and Nutrition
- Health and Fitness (V Cert)
- Media Studies
- Music
- Music (BTEC)
- Physical Education
- Separate Sciences (triple)*

Additional Enrichment Opportunities:

- Astronomy
- Mandarin
- Home languages
- Statistics



English Language

EXAM BOARD

AQA GCSE English Language (8700)

DESCRIPTION OF COURSE

This course enables students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

Students develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.

This course ensures that students read fluently and write effectively. Students need to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

ASSESSMENT

Internal Assessment

The English Department use a variety of formative and summative assessments throughout the academic year to assess and monitor the progress of students. These include teacher assessments, formal termly assessments and end of year exams.

External Assessment

Students sit two examinations for English Language.

Paper 1: Explorations in creative reading and writing

(1 hour 45 minutes - 50% of GCSE)

- Section A: Reading: one literature fiction text
- Section B: Writing: descriptive or narrative writing

Paper 2: Writers' viewpoints and perspectives

(1 hour 45 minutes - 50% of GCSE)

- Section A: Reading: one non-fiction text and one literary non-fiction text
- Section B: Writing: writing to present a viewpoint

Non-examination Assessment: Spoken language

Teacher assessed on presenting; responding to questions and feedback; and use of Standard English. Externally moderated.

WHY STUDY THIS SUBJECT?

English is a core subject, which all students must study to at least GCSE level. However, a good command of the spoken and written word is essential. As well as benefiting all other GCSEs, it is a subject that sixth form colleges, employers and universities expect to see on a CV.

GCSE English Language allows you to demonstrate the use of English in real life, investigate how language is used and draw on your own experience.

The skills you learn from studying English are useful for further studying at post-16. They are also marketable in most careers and can be easily transferred from one role to another.

Employers say that one of the most valuable attributes they look for in the people who work for them is good communication skills and this means writing and presentation as well as talking.



English Literature

EXAM BOARD

AQA GCSE English Literature (8702)

DESCRIPTION OF COURSE

English Literature inspires, challenges and motivates every student, regardless of ability level.

It takes a skills-based approach to the study of English literature that is consistent across the genres. There are texts that will be familiar as well as new ones that will inspire readers.

The course offers excellent preparation for AS and A level English Literature, as well as giving students a grounding in a wide variety of literature that stays with them for life.

ASSESSMENT

Internal Assessment

The English Department use a variety of formative and summative assessments throughout the academic year to assess and monitor the progress of students. These include:

- Teacher assessments
- Formal termly assessments
- End of year examinations

External Assessment

Students sit two examinations for English Literature.

Paper 1: Shakespeare and the 19th-century novel

(1 hour 45 minutes - 40% of GCSE)

- Section A: Shakespeare
- Section B: The 19th-century novel

Paper 2: Modern texts and poetry

(2 hours 15 minutes - 60% of GCSE)

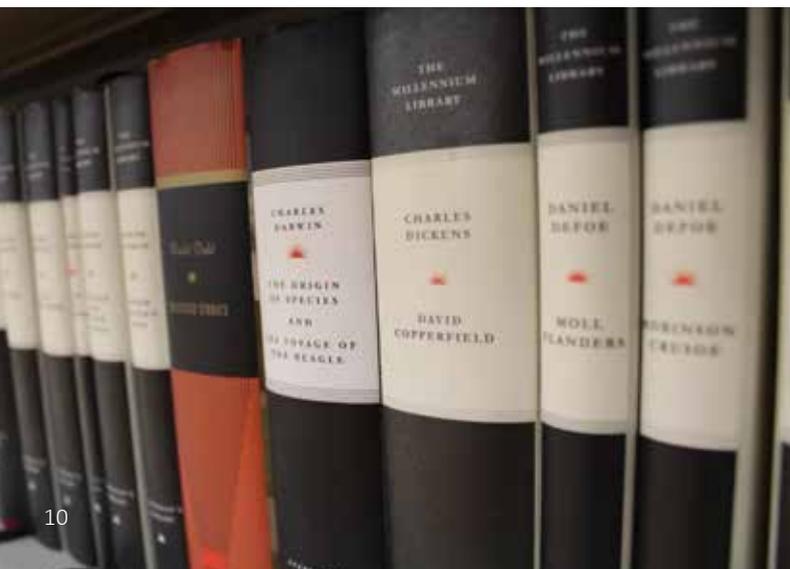
- Section A: Modern texts
- Section B: Poetry
- Section C: Unseen poetry

WHY STUDY THIS SUBJECT?

GCSE English Literature offers the chance to study classic literature and contemporary novels. It helps students to work independently, be creative, think logically and communicate their ideas with confidence. It also sharpens analytical skills, showing that students can handle complex ideas, search for patterns and interpret information in a wider context.

Students develop their knowledge and abilities in reading, writing and critical thinking. Through literature, students develop culturally and acquire knowledge of the best that has been thought and written.

Studying GCSE English Literature encourages students to read widely for pleasure, and as a preparation for studying literature at a higher level.



Mathematics

EXAM BOARD

AQA GCSE Mathematics (8300)

DESCRIPTION OF COURSE

This is a three-year course and the content has been organised into broad topic areas:

- Number references
- Algebra references
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

Students gather knowledge and understanding throughout the duration of Key Stage 3 and 4. Topics from each strand of maths are revisited throughout Years 7 to 11 in different contexts. This ensures that students gather a depth of knowledge that allows them to use reasoning and problem solving skills confidently and competently. The course provides a strong mathematical foundation for students who go on to study mathematics at a higher level post-16.

ASSESSMENT

Internal Assessment

Students are assessed periodically throughout the course to support and prepare them for their final examinations. Internal assessments are used to help us to determine the most appropriate tier for each student. They also provide the basis for identifying students who would benefit from targeted support and interventions, thus enabling excellent progress for all.

External Assessment

GCSE Mathematics has both a Foundation tier (grades 1 – 5) and



a Higher tier (grades 4 – 9). Students must take three question papers at the same tier. All question papers must be taken in the same series. Students are tested at the end of the course.

WHY STUDY THIS SUBJECT?

Maths is for everyone. It is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be.

The skills obtained in this GCSE also allow students to make analytical judgements in other subject areas as well as developing reasoning and problem solving skills. These are essential for successful outcomes in all subjects and assessments at GCSE and beyond.

Studying maths helps to give you the knowledge to tackle scientific, mechanical, coding and abstract problems. It also helps you to develop logic to tackle everyday issues like planning projects, managing budgets and even debating effectively.

Understanding mathematical concepts and operations is an important life skill that ensures independence for the future.

Combined Science: Trilogy

EXAM BOARD

AQA GCSE Combined Science: Trilogy (two GCSEs, 8464)

DESCRIPTION OF COURSE

This specification encourages the development of knowledge and understanding in science through opportunities for working scientifically. A summary of the key content for both courses can be found below:

- Biology:** Cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, ecology.
- Chemistry:** Atomic structure and the periodic table, bonding, structure, and the properties of matter, organic chemistry, quantitative chemistry, chemical changes, energy changes, chemistry of the atmosphere.
- Physics:** Energy, electricity, particle model of matter, atomic structure, forces, waves, magnetism.

ASSESSMENT

Internal Assessment

We regularly assess students to ensure they are making excellent progress on their science GCSE course:

- Exam question at the end of each lesson so students are applying their newly acquired knowledge.
- A formatively assessed piece of work every three weeks so students receive personalised feedback.
- Summative assessment in each of the three areas, midway through and at the end of the year.
- Pre-public exams throughout the year.

External Assessment

All students sit six equally weighted exam papers – two biology, two chemistry and two physics papers.

WHY STUDY THIS SUBJECT?

All students study GCSE Combined Science. However, some students choose to use one of their option choices to study the separate sciences at GCSE. Both courses are studied over three years to develop depth and mastery of scientific knowledge.

GCSE Combined Science provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All students are taught essential aspects of the knowledge, methods, processes and uses of science.

This course helps students to develop curiosity about the natural world, insight into how science works, and appreciation of its relevance to their everyday lives.



Art and Design

EXAM BOARD

AQA GCSE Art and Design course (8201-06)

DESCRIPTION OF COURSE

GCSE Art and Design is a vibrant and dynamic course. It is a demanding course as students are required to work independently and make perceptive judgements about their work. Being able to draw well is not enough as risks must be taken in order to develop work in an exciting way.

The four major areas and assessment objectives are:

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

ASSESSMENT

Component 1: Portfolio (60% of GCSE)

Students create a portfolio that shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the students' course of study. Non-exam assessment, externally moderated.

Component 2: Externally set assignment (40% of GCSE)

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title,



evidencing coverage of all four assessment objectives. Students have a set amount of preparatory time and then 10 hours of supervised examination.

WHY STUDY THIS SUBJECT?

If you enjoy being creative and are aware of the world around you, both visually and morally, then this is the subject for you. Studying art and design allows you to develop your fine motor skills, hand-eye coordination, problem solving skills, lateral thinking, complex analysis and critical thinking skills.

Students may work in any medium or combination of media. They can work entirely in digital media or entirely non-digital media, or in a mixture of both, provided the aims and assessment objectives are met.

Art and design can lead to many career paths such as teaching, film making and curating. However, as well as these, the demand for web designers, app designers, digital illustrators, multimedia artists, video producers, animation artists, game designers and many other digital careers is undergoing unprecedented growth. A qualification in GCSE Art and Design will aid you in accessing and exploring these high demand, exciting career areas.

Astronomy

EXAM BOARD

Edexcel GCSE Astronomy course (1AS0)

DESCRIPTION OF COURSE

The Science Department at Manor High is able to enrich and enhance the science curriculum offered to students by giving them the opportunity to study the GCSE Astronomy.

Students are fascinated by the night sky and our continuing exploration of the Universe. The GCSE Astronomy course has been developed to build on that interest and to give an introduction to the subject of astronomy.

ASSESSMENT

During the summer examination season of Year 11, students sit two papers, each lasting 1 hour 45 minutes. Each of the papers consists of ten questions that assess knowledge and understanding from distinct topic areas. Each paper has 100 marks available and is worth 50% of the astronomy GCSE. The table (right) summarises the key topics covered in both of these papers:

Paper 1 – Naked eye astronomy (1AS0/01)	Paper 2 – Telescopic astronomy (1AS0/02)
<ul style="list-style-type: none">• Planet Earth• The lunar disc• The Earth-Moon-Sun system• Time and the Earth-Moon-Sun cycles• Solar System observation• Celestial observation• Early models of the Solar System• Planetary motion and gravity	<ul style="list-style-type: none">• Exploring the Moon• Solar astronomy• Exploring the Solar System• Formation of planetary systems• Exploring starlight• Stellar evolution• Our place in the Galaxy• Cosmology

WHY STUDY THIS SUBJECT?

The GCSE Astronomy course enables students to understand our position in the Universe; the movements of planets and stars; the cycles in the night and day-time sky; and the way in which we use technology to observe and interact with space.

Students follow an incredible story of how scientists, from ancient civilisations to the modern day, have used their imagination and carefully recorded visual measurements to explore the Universe in which we live. With this strong foundation, and their enhanced scientific skills, students can progress to further and higher education courses in the fields of astronomy or physics.

The course is delivered in weekly after school sessions. Therefore, students are expected to be committed for the duration of the course and must have a keen interest in astronomy. The minimum expectation in order to be considered for this course is a band 7 and an A4L of proficient in science.



Business

EXAM BOARD

OCR GCSE Business (9-1) J204

DESCRIPTION OF COURSE

This exciting qualification has been modelled on the previous generation of business studies GCSEs but contains new business contexts which consider issues and challenges facing entrepreneurs and commercial organisations in the 21st century.

The students are given the opportunity to explore the principles of business and in addition, meet local and national business leaders and experience first-hand how successful businesses operate.

The GCSE is an excellent stepping stone to further study at A level and beyond.

ASSESSMENT

Internal Assessment

Students are regularly assessed. This ensure they are making excellent progress on their business GCSE course:

- Formative and summative assessment takes place throughout the year.
- Pre-public exams.

External Assessment

Both external exams are written based. They include the following.

Exam 1: Business activity, marketing and people – 50% of GCSE
(1 hour 30 minutes)

Exam 2: Operations, finance and influences – 50% of GCSE
(1 hour 30 minutes)



WHY STUDY THIS SUBJECT?

This qualification equips learners with the skills and confidence to explore how different business situations affect business decisions. It is a well-rounded introduction to the subject.

Becoming knowledgeable about how businesses operate helps increase your competitiveness in the job market and to understand how businesses and governments drive our world economies.

Learners are encouraged to make informed choices about a wide range of further learning opportunities and career pathways as well as develop life skills that enable them to become financially and commercially aware.

Is this the right course for me?

This course will suit you if you are interested in starting your own business or working in the business sector. If you have an interest in how finance works within business or the laws and guidelines which manage business, this subject prepares you to specialise in further education. You also gain many transferable skills such as problem solving, time management, project planning and conducting research.

Business and Enterprise

EXAM BOARD

NCFE Level 1/2 Technical Award in Business and Enterprise
(603/2955/5)

DESCRIPTION OF COURSE

This course is distinct from GCSE Business Studies, as it encourages the learner to use knowledge and practical enterprise tools to prepare them for business. Students develop significant personal and vocational business skills that can be transferred to further study or employment.

The study of business and enterprise involves understanding key business and enterprise areas such as, legal structures, marketing, market research, operations management, resource planning, human resources, funding, finance and business and enterprise planning.

The qualification focuses on an applied study of the business and enterprise sector and learners will gain a broad understanding and knowledge of working in the sector.

ASSESSMENT

Internal Assessment

Students are regularly assessed to ensure they are making excellent progress on their course.

After all teaching content from Unit 01 and Unit 02 has been delivered, students undertake an externally set synoptic project:

- This is 60% of the technical award
- The completion time is 21 hours of supervised time
- The synoptic project assesses the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area.
- The project is internally graded and externally quality assured

External Assessment

A written examination:

- 80 marks / 40% of the technical award
- 1 hour 30 minutes
- a mixture of multiple-choice, short-answer and extended-response questions.

WHY STUDY THIS SUBJECT?

This qualification is designed for learners who want an introduction to business and enterprise that includes a vocational and hands-on element.

It has been developed to enthuse and inspire learners about a career in business and enterprise.

The qualification will appeal to learners who wish to either set up their own business, move into employment or progress onto further study.



Computer Science

EXAM BOARD

OCR Computer Science J277 (9-1)

DESCRIPTION OF COURSE

The qualification is relevant to the modern, changing world of computing. It is designed to boost computing skills essential for the 21st century.

The course contains a range of exciting and innovative units which enable students to continue the development of their computer science skills and ensure progression for further study.

We are able to offer students access to the latest ICT technology in our cutting edge ICT labs. Students have first option access to inspirational clubs using tools such as the Microbit and Pi boards.

Students taking this GCSE visit some of the key locations involved with computer science such as Bletchley Park.

ASSESSMENT

External Assessment

Each examined component consists of an exam paper with a duration of 1 hour 30 minutes. There are two components:

- Component 01: Computer systems (50% of GCSE)
- Component 02: Computational thinking, algorithms and programming (50% of GCSE)

Practical Programming

All students are given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.



WHY STUDY THIS SUBJECT?

Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. For example, businesses today require an ever-increasing number of technologically-aware individuals. This is even more so in the gaming, mobile and web-related industries.

Is this the right course for me?

If you enjoy working with computers and technology, problem solving, aspire to work within the leading business sector in the world, want to learn how to build a computer and to program and would like access to fantastic clubs using the latest tech, then the answer is a resounding yes!

Design and Technology

EXAM BOARD

AQA GCSE Design and Technology (8552)

DESCRIPTION OF COURSE

Design and technology is part of everyday life and is constantly evolving. The AQA GCSE Design and Technology enables students to participate successfully in an increasingly technological world. They learn from the wider influences on the subject including historical, social, cultural, environmental and economic factors.

The course covers core technical and designing and making principles, including a broad range of design processes, materials, techniques and equipment. Students are enthused and challenged by the range of practical activities possible. They have the opportunity to study specialist technical principles in greater depth through a chosen material area.

Students have access to the use of the departments specialist equipment including laser cutter, 3D printer, die-cutter and machine tools.

They learn about commercial processes and develop core transferable skills, such as collaboration and communication.

ASSESSMENT

Internal Assessment (50% of GCSE)

This course has a clear and simple structure to help students revise for and relate the work done for the non-exam assessment (NEA) to the exam.

There is a practical approach that encourages students to design and make products with creativity and originality in a variety of practical activities, using a range of materials and techniques.

During Year 9 students develop the skills and knowledge required for their coursework in Year 10 and 11 through focused practical and design tasks. In Year 11 students produce a working prototype with a portfolio of evidence of their design.

External Assessment (50% of GCSE)

The content of the two hour written exam applies the developed skills and techniques in order to solve a design related problem to meet consumer needs. The main elements assessed:

- Core technical principles
- Specialist technical principles
- Designing and making principles

WHY STUDY THIS SUBJECT?

In GCSE Design and Technology students combine practical and technological skills with creative thinking to design and make products and systems that meet human needs.

You learn to use current technologies and consider the impact of future technological developments.

Students are encouraged to think creatively and intervene to improve quality of life, solving problems as individuals and members of a team.



Drama

EXAM BOARD

WJEC Eduqas GCSE (9-1) Drama

DESCRIPTION OF COURSE

This is an exciting, inspiring and practical course. The specification promotes involvement in and enjoyment of drama, as performers and/or designers. Additionally, it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members. Learners are given opportunities to participate in and interpret their own and others' drama. They have the option to work practically as performers and/or designers in both components 1 and 2.

Students investigate a practitioner or genre of drama, work collaboratively to develop ideas to communicate meaning and experiment with dramatic conventions, forms and techniques to produce and realise a piece of original theatre. They have the opportunity to participate in the performance of an extract from a play text.

ASSESSMENT

The WJEC Eduqas GCSE Drama specification is designed to give learners a broad and balanced experience of drama. It integrates knowledge and understanding of how drama and theatre is developed and performed across a range of dramatic activities. Across the three components learners study:

Component 1: Devising theatre (40% of GCSE)

NEA: internally assessed, externally moderated.

Component 2: Performing from a text (20% of GCSE)

NEA: externally assessed by a visiting examiner.

Component 3: Interpreting theatre (40% of GCSE)

Written examination: 1 hour 30 minutes.



Learners have the opportunity to work practically as designers and/or performers on:

- One devised performance using the techniques or characteristics of their chosen theatre practitioner/genre
- One performance based on the second contrasting performance text using sections of text from the two extracts

Students may choose the same skill for each component, or a different skill for each component. Learners must choose from performing, lighting design, sound design, set design (including props) or costume design (including hair and make-up).

WHY STUDY THIS SUBJECT?

GCSE Drama encourages students to develop critical thinking skills and become effective and independent learners. With the focus on working imaginatively, collaborating creatively and communicating effectively, it provides a solid foundation for further drama studies and vocational opportunities.

GCSE Drama is seen as highly relevant by thousands of employers who have discovered that a school leaver who has taken the qualification is likely to know how to communicate, have confidence and self-presentation, can also work as part of a team and can think creatively.

Food Preparation and Nutrition

EXAM BOARD

AQA GCSE Food Preparation and Nutrition (8585)

DESCRIPTION OF COURSE

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food choice
- Food science
- Food provenance
- Food safety

All assessments must be completed to achieve the award.

ASSESSMENT

Exam: Food preparation and nutrition - 50% of GCSE

Written examination: 1 hour 45 minutes. (100 marks)

Non-exam assessment (NEA) - 50% of GCSE

Task 1: Food investigation (30 marks)

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Task 2: Food preparation assessment (70 marks)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

WHY STUDY THIS SUBJECT?

Created with help from teachers and subject experts, this course inspires and motivates students, opening their eyes to a world of career opportunities and giving them the confidence to cook with ingredients from across the globe.

The course explores the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health. Students develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks.

In addition, students learn to understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices.

Upon completion of this course, students are qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.



French

EXAM BOARD

AQA GCSE French (8658)

DESCRIPTION OF COURSE

The new GCSE specification encourages a skills based approach to create confident linguists, who can manipulate language independently to fully express themselves in a variety of both written and spoken contexts. Students develop a set of transferable language skills, which stimulate students' cultural knowledge.

The course covers three key themes:

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

ASSESSMENT

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9), allowing you to sit the paper that is most suitable for your ability. Four equally weighted papers cover:

Listening (25% of GCSE):

Understanding and responding to different types of spoken language.

Speaking (25% of GCSE):

Communicating and interacting effectively in speech for a variety of purposes.

Reading (25% of GCSE):

Understanding and responding to different types of written language.

Writing (25% of GCSE):

Communicating effectively in writing for a variety of purposes.



Students must take all four question papers at the same tier. All question papers must be taken in the same series.

WHY STUDY THIS SUBJECT?

As well as giving you the ability to speak French, learning a foreign language builds your communication, interpersonal, intercultural, and public speaking skills - otherwise known as 'soft skills'. Some studies have also shown that learning another language can improve your ability to multi-task and block out distractions. Other considerations are:

- More than 220 million people speak French across five continents, making it the sixth most widely spoken language in the world.
- The ability to speak French and English is an advantage on the international job market.
- French is a good base for learning other languages, especially Romance languages (i.e. Spanish, Italian and Portuguese)
- It is a beautiful, rich, melodious language, which makes learning French a pleasure!

Geography

EXAM BOARD

OCR GCSE Geography B (Geography for Enquiring Minds) J384

DESCRIPTION OF COURSE

Students study a range of different geographical concepts and process in relation to a number of different landscapes. Students partake in fieldwork, which enables them to collect and analyse data statistically, using a number of different mathematical presentation methods to allow them to draw their own conclusions.

Studying geography facilitates students with an extensive skill set of transferable skills. These include critical thinking, analysis of information, decision making, evaluating, planning for the future, the ability to communicate orally and in a written format, as well as research.

ASSESSMENT

All assessments are externally assessed and students sit three exam papers in total. The titles of the unit and the content that are on the exam, including the percentage of the overall qualification, are:

Unit 1: Our Natural World: 35%

(1 hour 15mins)

- Global hazards
- Changing climate
- Distinctive landscapes
- Sustaining ecosystems
- Fieldwork
- Geographical skills

Unit 2: People and Society: 35%

(1 hour and 15mins)

- Urban futures
- Dynamic development
- UK in the 21st Century
- Resource reliance
- Fieldwork
- Geographical skills

Unit 3: Geographical Exploration: 30%

(1 hour 30 mins)

- Geographical skills
- Decision-making exercise

WHY STUDY THIS SUBJECT?

Geography helps you to make sense of the world around you. It is hands on, relevant and fun. The GCSE course has a good mix of topics such as urban issues, world development, extreme environments and hazards, to name but a few. It gives you the chance to understand the social, economic and physical forces and processes, which shape and change our world.

It is very practical with opportunities to learn new skills such as modern computer-based mapping (GIS), map skills, interpreting photographs, fieldwork skills, presenting, role play and debating techniques.

Fieldwork is a really important part of geography. Trips locally or further afield, such as to Bradgate Park or France, are brilliant opportunities to experience some of the things you have learnt, see things differently and, of course, have fun.



Health and Fitness

EXAM BOARD

NCFE Level 1/2 Technical Award in Health and Fitness
(603/2650/5)

DESCRIPTION OF COURSE

This Level 1/2 qualification is suited to learners who are looking to develop a significant core of knowledge and understanding in health and fitness and how to apply their learning.

Designed to sit alongside the requirements of core GCSE, this course is appropriate for learners who are motivated and challenged by learning through hands-on experiences and through content which is concrete and directly related to those experiences.

This qualification matches the rigour and challenge of GCSE study but is distinct from GCSE Physical Education, as it encourages the learner to use knowledge and practical tools to focus on supporting people with specific health and fitness goals.

The qualification focuses on an applied study of the health and fitness sector and learners will gain a broad understanding and knowledge of working in the sector.

ASSESSMENT

Internal Assessment

After all teaching content from Unit 01 and Unit 02 has been delivered, students undertake an externally set synoptic project:

- This is 60% of the technical award
- The completion time is 21 hours of supervised time
- The synoptic project assesses the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area
- The project is internally graded and externally quality assured



External Assessment

A written examination:

- 80 marks / 40% of the technical award
- 1 hour 30 minutes
- a mixture of multiple-choice, short-answer and extended-response questions.

WHY STUDY THIS SUBJECT?

The study of health and fitness involves understanding the functions of the body systems, understanding of the principles of training, knowing how the body reacts in the short- and long-term to fitness activities, how to create and apply lifestyle analysis tools and how to create a fitness programme for a person with specific goals.

The understanding and skills gained through this qualification could be useful to progress onto further study in the health and fitness sector and open up access to a variety of occupations such as a Sports Coach, Health and Fitness Instructor or Personal Trainer.

History

EXAM BOARD

OCR GCSE (9-1) History B (Schools History Project) J411

DESCRIPTION OF COURSE

This is an exciting course that promises to fire learners' enthusiasm for studying history.

Each topic demands that students can write about their knowledge of the topic, what changed in this time period and what stayed the same. They also need to explain the most important events and how this impacted on life at the time or in the future.

Furthermore, students must be able to make clear evaluative judgements and write in a sustained way. Our Key Stage 3 topics mirror some of the topics studied at GCSE and we teach GCSE skills throughout Key Stage 3 to give our students the best chance of outstanding academic success in GCSE History.

ASSESSMENT

All assessments are externally assessed and students sit three exam papers in total. Below are the titles of the unit and the

content that is on the exam, including the percentage of the overall qualification:

British History: (40% of GCSE) 1 hour 45 min exam

- The People's Health, c.1250 to present
- The Elizabethans c.1580-c.1603

History Around Us: (20% of GCSE) 1 hour exam

- A study of Richard III Visitor Centre

World History: (40% of GCSE) 1 hour 45 min exam

- The Making of America, 1789-1900
- Living under Nazi Rule 1933-1945

WHY STUDY THIS SUBJECT?

History encourages learners to become curious, to develop their own opinions based on a respect for evidence, and to build a deeper understanding of the present by engaging with and questioning the past.

It brings together people, events and issues that learners find fascinating and stimulate a desire to explore the similarities and differences between people's lives in the past and present.

Studying history develops your:

- critical reasoning and analytical skills.
- capacity for problem solving and creative thinking.
- ability to conduct detailed research.
- ability to communicate findings in a clear and persuasive manner.
- capacity to think objectively and approach problems and new situations with an open mind.
- appreciation of the different factors that influence the activities of groups and individuals in society.



Media Studies

EXAM BOARD

AQA GCSE Media Studies (8572)

DESCRIPTION OF COURSE

Manor High School are proud to offer students a creative, engaging and interactive opportunity to study AQA GCSE Media Studies. This course nurtures students' ability to formulate their own responses to the range of media that saturates modern life – both old and new. It also encourages students to develop their opinions on how the media represents the world.

Throughout the course, students are encouraged to develop their practical skills by partaking in a choice of practical activities which aid their non-exam assessment; an advantageous factor to this course. By studying Media Studies, students can view, evaluate and analyse a variety of media products, and develop practical skills spanning a range of media forms.

ASSESSMENT

Internal Assessment (30%)

During Year 11, students are given a non-exam assessment whereby they need to create a media product. This assessment forms 30% of the GCSE.

External Assessment (70%)

During the summer examination season of Year 11, students sit two exam papers lasting 1 hour 30 minutes.

- Paper 1 focuses on three areas of the theoretical framework: industries, audiences and representation. This examination forms 35% of the GCSE.
- Paper 2 focuses on media language and the contexts of the media. This examination forms 35% of the GCSE.



WHY STUDY THIS SUBJECT?

Students often choose GCSE Media Studies for its relevance to their lives and for the opportunities it provides for exploring contemporary issues through the use of different media in creative and practical ways.

The course develops many skills including:

- critical thinking and decision-making skills
- pre-production and planning skills like storyboarding, scripting, flat plans, news selection, mock-ups and sketching
- production skills like photography, filming, recording, editing, and desktop publishing
- an understanding of new technologies
- evaluation skills

GCSE Media Studies provides a good foundation for further study of Media Studies. It is a great choice for people considering a career in the media, advertising and marketing.

Music

EXAM BOARD

OCR GCSE (9-1) Music J536

DESCRIPTION OF COURSE

OCR's music GCSE provides a contemporary, accessible and creative education in music with an integrated approach to the three main elements: performing, composing and appraising.

Learners are encouraged to be creative and to broaden their musical horizons and understanding with areas of study that inspire and challenge.

Learners explore performance and composition with a focus on their own instrument and genre choices and offer opportunity to explore new instrumental skills.

Through the various genres, styles and eras contained in the areas of study they explore musical context, musical language, and performance and composition skills.

The five areas of study, which define the subject content are:

1. My Music
2. The Concerto Through Time
3. Rhythms of the World
4. Film Music
5. Conventions of Pop

ASSESSMENT

Component 1: Integrated portfolio (30% of GCSE)

Non-exam assessment - 60 marks

- Performance on the learner's chosen instrument.
- Composition to a brief set by the learner.

Component 2: Practical component (30% of GCSE)

Non-exam assessment - 60 marks

- Ensemble performance.
- Composition to an OCR set brief.

Component 3: Appraising/Listening (40% of GCSE)

Written examination: 1 hour and 30 minutes - 80 marks

- Listening and appraising.
- A written paper, with CD.
- Aural recognition and context unheard/unfamiliar music from within the areas of study.

WHY STUDY THIS SUBJECT?

If you are a creative person, can play a musical instrument and enjoy creating music, then this is the course for you. It encourages and fosters many skills such as: team work, problem solving, social, critical thinking, analytical skills, creativity and many more. With music being a performance art, we also work on confidence and composure under pressure.



Music

EXAM BOARD

Pearson BTEC Level 1/Level 2 First Award in Music (600/6818/8)

DESCRIPTION OF COURSE

This course allows you to engage with the music industry and develop a range of relevant practical and technical skills. Explore music product development and events management, and apply your knowledge in new and practical industry-related contexts.

The qualification is the same rigour and level as a GCSE, and is aimed at everyone who wants to find out more about the music industry. The course is different from GCSE Music as it requires learners to cover such areas as stage presence, working with others and musicality, as well as setting and reviewing your own development process.

Units studied cover the fundamental knowledge, skills and understanding required for the music sector:

Unit 1: The Music Industry

Overview and roles including interviewing people who are actively involved in the music industry.

Unit 2: Managing a Music Product

Putting on a live performance or creating a recording, including the marketing and practical organisation.

Units 4 and 5: Composition and Performance.

All students will be encouraged to take up either instrumental or vocal studies. These can also lead to grade examinations, which are essential for some progression routes (e.g. A level).

ASSESSMENT

Internal Assessment

Units are internally assessed through practical work and a portfolio of evidence. Students are required to take photos and



make videos and audio recordings of work as part of their assessment (75% of the qualification).

External Assessment

Unit 1 is externally assessed through a 1 hour written paper and is 25% of the qualification.

WHY STUDY THIS SUBJECT?

Learners develop a range of employability skills, engage with employers and carry out work-related activities. Skills include: self-management, teamworking, customer awareness, problem solving, communication, basic literacy and numeracy, a positive attitude to work and the use of IT.

The course prepares learners to adapt to the ever-changing roles needed to survive in the global economy. The sector-specific knowledge and skills will support progression to a level 3 academic, applied general or technical level music or music technology qualification, or to an apprenticeship.

Physical Education

EXAM BOARD

OCR GCSE (9-1) Physical Education J587

DESCRIPTION OF COURSE

This practical and engaging course has been designed to allow learners to study Physical Education (PE) in an academic setting, allowing them to critically analyse and evaluate physical performance and apply their experience of practical activities in developing their knowledge and understanding of the subject.

The examined components provide the knowledge and understanding which underpin the non-exam assessment (NEA). The NEA within this specification allows students to explore a range of activities in the role of performer, including both team

and individual activities. Learners also analyse and evaluate performance in a chosen activity as part of their NEA.

The combination of the physical performance and academic challenge provides an exciting opportunity for students. They can perform, and then through the academic study learn how to improve their performance through application of the theory.

ASSESSMENT

The GCSE (9-1) Physical Education specification content is divided into three components, each of which is further sub-divided into topic areas:

Component 1: Written examination: 1 hour (30% of GCSE)

- Physical factors affecting performance.

Component 2: Written examination: 1 hour (30% of GCSE)

- Socio-cultural issues and sports psychology.

Component 3: Non-exam assessment (40% of GCSE)

- Performance in physical education.

WHY STUDY THIS SUBJECT?

This course creates confident, independent thinkers and decision-makers who operate effectively as individuals or as part of a team; all skills that enable them to stand out and promote themselves as they progress through life.

Students' eyes are opened to the amazing world of sports performance. Not only do they have the chance to perform in three different sports through the NEA component, they also develop wide-ranging knowledge into the how and why of physical activity and sport.

This course prepares students for the further study of PE or sports science courses, as well as other related subject areas such as psychology, sociology and biology.



Separate Sciences (Biology, Chemistry and Physics)

EXAM BOARD

AQA GCSE Biology (8461); AQA GCSE Chemistry (8462); AQA GCSE Physics (8463).

DESCRIPTION OF COURSE

Some students may want to use one of their option choices to study the separate sciences at GCSE. The course is studied over three years to develop depth and mastery of scientific knowledge. The separate science course is delivered by subject specialists who all have prior GCSE experience.

A summary of the key content can be found below:

Biology: Cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, ecology, variation and evolution.

Chemistry: Atomic structure and the periodic table, bonding, structure, and the properties of matter, organic chemistry, quantitative chemistry, chemical changes, energy changes and chemistry of the atmosphere.

Physics: Energy, electricity, particle model of matter, atomic structure, forces, waves and magnetism.

ASSESSMENT

Internal Assessment

We regularly assess students to ensure they are making excellent progress on their science GCSE course:

- A formatively assessed piece of work every three weeks so students receive personalised feedback.
- Summative assessment in each of the three areas, midway through and at the end of the year.
- Pre-public exams throughout the year.



External Assessment

All students sit six equally weighted exam papers – two biology, two chemistry and two physics papers.

WHY STUDY THIS SUBJECT?

The separate sciences GCSE course is particularly suited to those students who wish to study Science at A level or have a real passion for the subject.

If you are already thinking about university and careers and are interested in science-based degrees and jobs then it is definitely worth considering taking separate science GCSEs. Most top universities prefer applicants for science subjects to have taken the triple award option at GCSE.

The minimum expectation in order to be considered for the separate sciences GCSE is a band 7 and an A4L of proficient or above.

Spanish

EXAM BOARD

AQA GCSE Spanish (8698)

DESCRIPTION OF COURSE

The AQA GCSE specification encourages a skills based approach to create confident linguists, who can manipulate language independently to fully express themselves in a variety of both written and spoken contexts. Students develop a set of transferable language skills and stimulate students' cultural knowledge.

The course covers three key themes:

- Theme 1: Identity and culture.
- Theme 2: Local, national, international and global areas of interest.
- Theme 3: Current and future study and employment.

ASSESSMENT

GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9), allowing you to sit the paper that is most suitable for your ability. Four equally weighted papers cover:

Listening (25% of GCSE):

Understanding and responding to different types of spoken language.

Speaking (25% of GCSE):

Communicating and interacting effectively in speech for a variety of purposes.

Reading (25% of GCSE):

Understanding and responding to different types of written language.

Writing (25% of GCSE):

Communicating effectively in writing for a variety of purposes.

Students must take all four question papers at the same tier. All question papers must be taken in the same series.

WHY STUDY THIS SUBJECT?

Throughout the course you develop many cross-curricular skills such as how to learn independently, how to work in a team, how to analyse and present information in different ways and how to improve your own work. Most importantly, we hope you have lots of fun along the way!

This course will suit you if:

- You want to increase your employability - people who speak a foreign language earn, on average, £3,000 more per year. That's £145,000 over your lifetime!
- You want to learn new skills – learning a foreign language develops your memory and communication skills, allowing you to better express yourself.
- You want to travel – Spanish has approximately 400 million speakers and is the fourth most widely-spoken language in the world. KS4 students at Manor High School are given priority places on residential trips to Spain.



Statistics

EXAM BOARD

Edexcel GCSE Statistics (1ST0)

DESCRIPTION OF COURSE

This course ensures that students develop the confidence and competence with statistical techniques to enable them to apply those techniques flexibly to solve statistical problems through a practical programme of study.

Students are introduced to the skills of statistical enquiry, and practise the underpinning statistical calculations and interpretation using real world contexts. This approach supports skills development for progression to a range of subjects and develops an awareness of statistics beyond the classroom.

ASSESSMENT

The examination is split into two evenly weighted papers that focus on the same content and skills. This gives students and teachers an opportunity after the first paper to reflect on the areas they need to work on in order to strengthen performance in the second paper.

There is the choice to sit a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9), allowing you sit the paper that is most suitable for your ability. Students must take all papers at the same tier.

Both papers cover the collection of data; processing, representing and analysing data; and probability.

Paper 1: Written exam (50% of the GCSE)

1 hour and 30 minutes

Paper 2: Written exam (50% of the GCSE)

1 hour and 30 minutes



WHY STUDY THIS SUBJECT?

This GCSE Statistics qualification develops skills that students can use in other subjects, such as science and geography, and reinforces techniques needed for GCSE Maths, as well as supporting progression to A level Maths. Real-life scenarios capture their interest and give them an insight into the importance of statistics in the real world.

Students can progress from this qualification to further study in statistics at A level or other related subjects such as maths, further maths and the social sciences, or training and employment where quantitative methods are used.

Throughout the GCSE Statistics programme, students are encouraged to think about 'the bigger picture' of modern statistics logically and analytically. These fundamental statistical and lateral thinking skills are useful across all kinds of disciplines and careers.



Duke of Edinburgh's Award

Manor High School is proud to be able to offer our students the chance to work towards their Duke of Edinburgh's Award as an official Licensed Organisation.

There are three levels of programme you can do which, when successfully completed, lead to a Bronze, Silver or Gold Duke of Edinburgh's Award. The main differences between them are the minimum length of time they take to complete, how challenging they are and the minimum age you can start.

At Manor High we are able to offer Bronze (for those in Year 9) and Silver (for those in Year 10). Students need to apply for a place on the course. If there are more interested than places available, selection is based on an interview process.

DUKE OF EDINBURGH'S AWARD SECTIONS

Adventurous, caring, sporty, creative... however you might describe yourself, the DofE is for you.

Activities for each DofE section take a minimum of one hour a week over a set period of time, so they can be fitted in around academic study, hobbies and social lives.

Volunteering

Volunteering is all about making a difference to other peoples' lives. Perhaps you're interested in animals or conservation? Or you might like to work with older people or support a cause that means a lot to you? The Volunteering section enables you to give your time to help others and change things for the better.

Physical

The Physical section is a chance for you to focus on your health and fitness and have fun along the way. As long as you pick something that requires a sustained level of energy and physical activity, the possibilities are endless.

Improve your football, rock climbing or dance skills or try a completely new sport or activity. Join a team or do it on your own. You don't have to be super fit or world class – with the DofE, it's about setting your own challenges, giving 100% and being the very best you can be.

Skills

The Skills section is about discovering what you're really good at. Maybe you want to get better at something you already do, like playing a musical instrument, or learn something for the very first time, like how to design a website?

By developing practical and social skills and nurturing your personal interests and talents, you'll boost your self-esteem and your CV.

Expedition

As part of a small team, you'll plan and complete a practice and final expedition that will truly stretch your horizons. You'll improve your communication and leadership skills and take a rucksack full of memories home with you.

Whatever you decide to do, you'll have an unforgettable experience getting to grips with the great outdoors.





Post-16 Pathways

There are numerous options available to students after GCSEs. At Manor High, we support you throughout your time with us to ensure you make the right choices for you.

EXPLORE YOUR OPTIONS

As well as advice from local sixth form providers, universities and other experts, we hold a number of events and sessions to ensure you keep your options open and that you know about the many routes available to you, to help you decide what to do next.

There are many excellent providers within Leicester city and the surrounding areas, who are keen to receive applications from Manor High students.

All local providers will attend informative events, such as the LSL Post-16 Careers & Education Event that is held here at Manor High, but they will also run their own open days. These are great opportunities to talk to students and tutors, and we recommend our students attend those which are relevant to you.

Whatever you decide, we offer support on how and when to apply for post-16 courses and what happens after you've made your application.

CHOICES AVAILABLE

Many people choose to stay on at school to study A levels but there are other choices too. These include studying at a college or a training provider or getting a job with training. What is important is to get the course or training to suit your individual skills and aspirations.

After GCSEs, there are three main pathways to choose from and making the decision between the different pathways needs careful thought.

- General academic: e.g. A levels (offered at schools and colleges).

- Work-based: e.g. apprenticeships (learning on the job but also with a learning provider).
- Vocationally-related: this could be through a 'vocational subject' related to a broad employment area (such as business, engineering, IT, health and social care) or through a 'vocational course' that leads to specific jobs (such as hairdressing, accounting, professional cookery or plumbing).

Manor High students often choose the academic route. The next step is to select the best place to study. Choices may be based on location but it is important to consider other factors, like school performance. Information on all providers results can be found online at: www.gov.uk/school-performance-tables

SIXTH FORM ENTRY REQUIREMENTS

Education post-16 is a mixed marketplace of A levels, vocational education, work-based learning and apprenticeships. All providers are subject to the same rules of fairness and equality and Manor High works with all post-16 providers to ensure the best option for our students.

During KS4 we will support you throughout the application process, including offering guidance as you write your personal statement and interview practice sessions and advice.

It is common that students wishing to study Level 3 qualifications at sixth form are required to achieve the equivalent of at least a grade 5 in their five best GCSE grades in their examinations and at least a grade 5 in either English Language or Literature.

Many sixth form providers will invite applicants to an interview. A meeting may be held to discuss options and academic entry requirements for particular courses.

Full details of each providers entry requirements are published in their sixth form admissions policy.



Manor High School

Copse Close | Oadby | Leicester | LE2 4FU

Tel: 0116 271 4941

Email: admin@manorhigh.leics.sch.uk

www.manorhigh.leics.sch.uk



Follow us on Twitter: [@ManorHighSchool](https://twitter.com/ManorHighSchool)

Like us on Facebook: [@ManorHighSchoolOadby](https://www.facebook.com/ManorHighSchoolOadby)

Excellence ~ Inspiration ~ Resilience ~ Respect